|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2013-2014**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **Unit:**  **Subject Area eNGLISH - DIFFERENTIATED READING-HERE IT IS!** | | | | | **Driving x Supporting Discipline-Specific** | | | | |
| **Modality**  xVisual  Kinaesthetic  xAuditive | **Style**  Mastery  xUnderstanding  Interpersonal  Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| Visual-Spatial  xVerbal-Linguistic  Kinaesthetic  Logical-Mathematical | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:**  Identifies some parts of the book(title-author-illustrator-from front cover- back cover, characters and setting )  Responds actively to read aloud situations (makes predictions).  Recognizes HFW  Recognizes some beginning sounds | | | | | | **Skills:** Listening/Speaking/writing | | | | | |
| **Materials: Books** | | | | | | **Grouping**  Individual  Pairs  x**Small group**  Half group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  **Stations** |
| **Date: Week 24**  **March17-21, 2014** | | | **Time: 10-15 min.** | | |
| **Description** | | | | | | | | | | | |
| TIER  Look at the cover and ask if they go at the grocery store. Ask “What do you buy?  Read the title and the author’s name.  Read the book with the children and make emphasis in the beginning sounds of each word.  Ask questions about the reading.  TIER 2  Read the title and the author’s name.  Ask: What do you think they’ll buy at the grocery store?  Provide each child with a copy of the book.  Encourage them to find known words and try to read together the story.  Ask questions about the reading.  TIER 3  Each child reads aloud one page, while the others children follow the reading, and then other child continues with the lecture and so on. At the end the teacher can ask questions about what they read.  Phonoaudiologist (station)- Review beginning sounds. | | | | | | | | | | | |
|  | | | | | | | | | | | |
|  | | | | | | | | | | | |
|  | | | | | | | | | | | |
|  | | | | | | | | | | | |